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ABSTRACT

This module on promoting vocational education and recruiting eligible students for vocational programs is one of a set of seven on vocational students and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, four lessons are presented: (1) identifying strategies for promoting vocational education and recruiting eligible students; (2) selecting appropriate strategies for promoting vocational education and recruiting eligible students; (3) developing a program for promoting vocational education in a specific vocational area; and (4) developing a recruiting program for eligible students. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

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ED163258

Common Core Curriculum
for Vocational Education

C-1

PROMOTING VOCATIONAL EDUCATION AND RECRUITING ELIGIBLE STUDENTS

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Category C:

VOCATIONAL STUDENTS

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1978

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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ABOUT THIS MODULAR CURRICULUM

This module is one of a series of 34 modules intended for use in the professional preparation of vocational educators in the vocational education service areas of agricultural, business, home economics, and industrial education. The curriculum can be adapted to various styles of instruction and to various entry-levels of students.

It is recommended that an instructor planning to use these modules review each category to determine if any modification is needed in the objectives and suggested activities so that they conform with local institutional policies and/or vocational education programs. It is also suggested that resources and activities be identified for the specific entry-level of the student to be served.

The activities listed are suggested. The use of any other activity or reading reference which the instructor believes would help to accomplish the objectives of that lesson is encouraged. The choice of the teacher to use the entire module, either through group reports or individualized assignment, will be related to individual student competency requirements.

Since many modules strongly recommend the use of local administrative personnel and community rsources, it is suggested that all site visitations and requests for assistance in the community be coordinated by or cleared through the instructor. The instructor may wish to distribute these tasks among the student group and across the community with the class report system being used to disseminate the information gathered.

These modules have been field tested in various settings. They have been used with students working toward a bachelor's or master's degree and with students seeking the designated subjects credential in California. Some modules were tested through student independent study, others as part of total class assignment, and still others as an alternate activity. Workshop participants examined the materials in terms of content, activities, and resources. The adaptability of this curriculum is one of its strengths.

The materials could not have been completed without the participation and contribution of many individuals. Chief among these persons were the module writers, workshop participants, field-test instructor, and students. Conference presentors and evaluators also contributed to this project. Proceedings of the workshop are available upon request.

If we can provide you with information or help in using this curriculum, please feel free to contact us.

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COMMON CORE CURRICULUM

FOR

VOCATIONAL EDUCATION

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PROMOTING VOCATIONAL EDUCATION AND RECRUITING ELIGIBLE STUDENTS FOR VOCATIONAL EDUCATION PROGRAMS

Module Objective

Upon the satisfactory completion of this module, the student preparing to become a teacher of vocational subjects will be able to:

(1) Identify various strategies for promoting vocational education and recruiting eligible students for vocational education programs.

(2) Select appropriate strategies for promoting vocational education and recruiting eligible students for enrollment and successful progress in vocational education programs.

(3) Develop a promotion and recruitment program for his/her specific vocational area (agriculture, business, home economics, industrial education) and adapt this promotion and recruitment program to a particular teaching situation.

Module Overview

What is a vocational education program? Who is eligible for enrollment in vocational education programs? These questions are answered by the California State Plan for Vocational Education.

It is evident that vocational education can serve a wide variety of students--youth and adults, employed and unemployed, those who are preparing for their first job, those who seek to improve themselves vocationally, and those who need retraining. The Vocational Education Act of 1963 and the Amendments of 1968 and 1976 encourage the development of vocational education to meet the varied needs of these students.

The occupations in our economy are so great in number and varied in requirements that those who desire to work should be able to select a vocational area and an occupation within it in which they have a strong possibility of success provided they have the necessary education and training. Enrollment in vocational education programs can meet this need. However, the public and especially eligible students must be made aware of the advantages of vocational education and the existence of vocational education programs. It

is, therefore, necessary to promote vocational education and to recruit eligible students for vocational education programs.

This module has been divided into four lessons:

(1) Identifying Strategies for Promoting Vocational Educaction and Recruiting Eligible Students for Vocational Education Programs

(2) Selecting Appropriate Strategies for Promoting Vocational Education and Recruiting Eligible Students for Vocational Education Programs

(3) Developing a Program for Promoting Vocational Education in a Specific Vocational Area

(4) Developing a Program for Recruiting Eligible Students for Vocational Education Programs in a Specific Vocational Area

In addition, Module "Guidance and Counseling" includes a lesson entitled "Student Recruitment."

Resource Materials for Completing the Activities in this Module

Auvil, Mary. The 12 Functions of a Vocational Education Delivery System. Sacramento: California State Department of Education, 1975.

California. California Five-Year State Plan for Vocational Education: A Planning Process. Sacramento: California State Department of Education, 1976.

Home Economics Instructional Materials Center, Texas Tech. University. Orientation to the World of Work. Parts I and II. Austin, Texas: Texas Education Agency, Department of Vocational and Adult Education, 1971.

Krey, Isabelle A. (ed.). Modern Guidance in Business Education. Somerville, New Jersey: Somerset Press, 1971.

Law, Gordon F. (ed.). Contemporary Concepts in Vocational Education. (First Yearbook) Washington, D. C.: The American Vocational Association, 1971.

Martin, Thomas B. "20 Ways to Build Good Business Community Relations." The Balance Sheet, LIII (October, 1971), 58-60.

Neale, Janet. "Marketing Business Education." The Journal of Business Education, L (January, 1975), 161-162.

Phillips, Priscilla M. and Clarissa M. H. Patterson, "Appraising Your Public Relations." Business Education World, LIII (September-October, 1972), 21.

Policies Commission for Business and Economic Education. "This We Believe About the Roles of the Business Educator in Public Relations." Business Education Forum, XXVIII (May, 1974), 17.

"Preparing Your Students to be Effective Public Relations Agents." Business Education World, LIII (November-December, 1972), 19.

"Promoting Public Relations Through an Effective Placement Program." Business Education World, LIII (January-February, 1973), 15.

"Promoting Public Relations Through Career Education Goals." Business Education World, LIII (May-June, 1973), 15.

Redington, Randall F. "Public Relations in Distributive Education." The Balance Sheet, LIII (September, 1971), 18-19, 30.

Roberts, Roy W. Vocational and Practical Arts Education. (3rd ed.) New York: Harper and Row Publishers, 1971.

"The Role of Counselors in Establishing Good Public Relations." Business Education World, LIII (March-April, 1973), 27.

Turille, Stephen J. "Public Relations in Business Education." The Journal of Business Education, XLVII (December, 1971), 92-93.

U. S. Office of Education. Organization and Operation of a Local Program of Vocational Education. Columbus, Ohio: Instructional Materials Laboratory, Trade and Industrial Education, The Ohio State University, 1968.

PROMOTING VOCATIONAL EDUCATION AND RECRUITING ELIGIBLE STUDENTS FOR VOCATIONAL EDUCATION PROGRAMS

Lesson One: Identifying Strategies for Promoting Vocational Education and Recruiting Eligible Students for Vocational Education Programs

Objective

Upon the satisfactory completion of this lesson, the student will be able to: (1) identify strategies for promoting vocational education, and (2) identify strategies for recruiting eligible students for vocational education programs.

Overview

Vocational education and vocational education programs must be marketed so that the students who are eligible for enrollment in vocational education programs will be aware of them.

The teacher of vocational subjects can play a vital role in promoting vocational education and recruiting eligible students for vocational education programs. Other teachers, counselors, administrators, vocational and non-vocational students, parents, potential employers, and the community in general will, hopefully, cooperate with the vocational education teacher in promoting vocational education and recruitment of eligible students.

Suggested Activities

(1) Develop a philosophical rationale, at least one typewritten page long, for the existence and maintenance of vocational education and vocational education programs. You may find information to assist you in the development of your rationale in the professional literature. One source might be:

Law, Gordon F., (ed.). Contemporary Concepts in Vocational Education. (First Yearbook) Washington, D. C.: The American Vocational Association, 1971. Pages 17-21, 34-38, 54-59, 126-129, 362-400.

(2) Read in the professional literature how various individuals and groups can help promote vocational education and recruit eligible students for vocational education programs. One possible source is:

U. S. Office of Education. Organization and Operation of a Local Program of Vocational Education. Columbus, Ohio: Instructional Materials Laboratory, Trade and Industrial Education, The Ohio State University, 1968. Pages 21-23, 29-31, 33-43.

Make as extensive a list as possible of the various individuals and groups and what they might do to promote vocational education and recruit eligible students for vocational education programs. Share the list with other individuals and groups.

(3) Discuss with the administrator of a vocational education program what strategies he/she uses to promote vocational education and recruit eligible students. Bring suggestions to class.

Suggested Resources

Auvil, Mary. The 12 Functions of a Vocational Education Delivery System. Sacramento: California State Department of Education, 1975.

Krey, Isabelle A. (ed.). Modern Guidance in Business Education. Somerville, New Jersey: Somerset Press, 1971.

Law, Gordon F. (ed.). Contemporary Concepts in Vocational Education. (First Yearbook) Washington, D. C.: The American Vocational Association, 1971.

Martin, Thomas B. "20 Ways to Build Good Business Community Relations." The Balance Sheet, LIII (October, 1971), 58-60.

"Preparing Your Students to be Effective Public Relations Agents." Business Education World, LIII (November-December, 1972), 19.

"Promoting Public Relations Through an Effective Placement Program." Business Education World, LIII (January-February, 1973), 15.

"Promoting Public Relations Through Career Education Goals." Business Education World, LIII (May-June, 1973), 15.

Redington, Randall F. "Public Relations in Distributive Education." The Balance Sheet, LIII (September, 1971), 18-19, 30.

"The Role of Counselors in Establishing Good Public Relations." Business Education World, LIII (March-April, 1973), 27.

Turille, Stephen J. "Public Relations in Business Education." The Journal of Business Education, XLVII (December, 1971), 92-93.

U. S. Office of Education. Organization and Operation of a Local Program of Vocational Education. Columbus, Ohio: Instructional Materials Laboratory, Trade and Industrial Education, The Ohio State University, 1968.

Upon successful completion of assigned activities, proceed to Lesson 2.

PROMOTING VOCATIONAL EDUCATION AND RECRUITING ELIGIBLE STUDENTS FOR VOCATIONAL EDUCATION PROGRAMS

Lesson Two: Selecting Appropriate Strategies for Promoting Vocational Education and Recruiting Eligible Students for Vocational Education Programs

Objective

Upon the satisfactory completion of this lesson, the student will be able to: (1) select appropriate strategies for promoting vocational education, and (2) select appropriate strategies for recruiting eligible students for vocational education programs.

Overview

There are numerous promotion and recruitment strategies, some of which might be more appropriate under certain conditions than others. In order to maximize the benefits of promotion and recruitment efforts, it is necessary to determine which of the identified promotion and recruitment strategies would be more effective under which conditions.

Suggested Activities

(1) a. Based on your identification of promotion and recruitment strategies in Lesson One, list what you feel to be two appropriate techniques for promotion and two appropriate techniques for recruitment under each of the following conditions:

	Promotion Techniques	Recruitment Techniques
During the development of a vocational education program.	1. 2.	1. 2.
During the first year of a vocational education program.	1. 2.	1. 2.
When a vocational education program has become well established.	1. 2.	1. 2.
When a vocational education program has met with some resistance.	1. 2.	1. 2.

	Promotion Techniques	Recruitment Techniques
At the beginning of a school year.	1. 2.	1. 2.
During the middle of a school year.	1. 2.	1. 2.
At the end of a school year.	1. 2.	1. 2.
In an industrialized community.	1. 2.	1. 2.
In a professionally-oriented community.	1. 2.	1. 2.
In an agriculturally-oriented community.	1. 2.	1. 2.
In a high socio-economic community.	1. 2.	1. 2.
In an average socio-economic community.	1. 2.	1. 2.
In a low socio-economic community.	1. 2.	1. 2.
In an adult school.	1. 2.	1. 2.
In a three-year senior high school with enrollment of 2500 or more students.	1. 2.	1. 2.
In a three-year senior high school with enrollment of 500-2500 students.	1. 2.	1. 2.
In a three-year senior high school with enrollment below 500 students.	1. 2.	1. 2.
In a three-year junior high school.	1. 2.	1. 2.

b. Be prepared to discuss any part of your list with an assigned larger group of peer students.

Upon successful completion of assigned activities, proceed to Lesson 3.

PROMOTING VOCATIONAL EDUCATION AND RECRUITING ELIGIBLE STUDENTS FOR VOCATIONAL EDUCATION PROGRAMS

Lesson Three: Developing a Program for Promoting Vocational Education in a Specific Vocational Area

Objective

Upon the satisfactory completion of this lesson, the student will be able to: (1) develop a program for promoting vocational education for a specific vocational area, and (2) adapt this program to a particular teaching situation.

Overview

An awareness of various strategies and techniques for promoting vocational education under various conditions must be considered in regard to specific vocational areas in order for them to be applied within that area and adapted to a particular teaching situation.

Some promotional ideas and materials partially or fully prepared can be helpful when the need arises to promote vocational education.

Suggested Activities

(1) a. Write a news release or feature story concerning a specific area of vocational education for the local newspaper or school newspaper. Announce a recent event (such as the awards presented to vocational education students at a fair, banquet, assembly program) or describe a human-interest situation.

b. Ask another student preparing to become a teacher of vocational education subjects to read your composition and make suggestions for improving it. Revise as needed and prepare a final draft.

(2) a. Plan an exhibit of vocational education materials (such as equipment used or items made in classes in a specific area of vocational education) that could be displayed at a fair, in a store window, or in a display case at school. Make specific plans as to overall size of the exhibit, items to be included in the exhibit, placement of items in the exhibit, title, colors, cost, durability, portability, etc.

b. Consider how you could involve students in such an exhibit. List the various duties which students could perform in this effort to promote vocational education.

(3) Write a five-minute speech which could be made at a PTA meeting or at a meeting of the school board to explain vocational education and vocational education programs in your specific area of vocational education.

(4) List two ways in which you could promote a specific area of vocational education through each of the following means:

a. the school yearbook
b. bulletin boards
c. student organizations
d. tours of vocational education facilities
e. use of donated used equipment and surplus supplies from establishments in your specific vocational area
f. use of advisory committees
g. visits to students' homes
h. membership in community organizations
i. field trips to establishments in your specific vocational area

(5) Develop a brochure to promote your specific area of vocational education to students, parents, other teachers, counselors, potential employers, and the community in general (one or all of these individuals and groups).

Ask another student preparing to become a teacher of vocational subjects to examine your brochure and comment on his/her overall impression of it. Encourage questions so that you can determine the correctness and clarity of your brochure.

(6) Develop a policy statement for your specific area of vocational education which you and other teachers would prepare as members of a committee of a state or national professional association. This policy statement would be adopted as the official position of the association on the role of the professional teacher in promotion of vocational education and your specific area of vocational education. (See "This We Believe About the Role of the Business Educator in Public Relations," a statement by the Policies Commission for Business and Economic Education, in the Business Education Forum, May, 1974, p. 17 or the policy statement for another specific area of vocational education).

(7) Develop a poster as one of a series to highlight a "Career of the Month" in your specific vocational area.

(8) Plan how you, as a vocational education teacher, could cooperate with administrators, counselors, and other vocational education teachers in setting up a career day for your high school.

List the various occupations/careers within your specific area that you would want represented.

Write a form letter which could be sent to each prospective representative, explaining the career day and inviting him/her to participate in it.

Write a form letter which could be sent to each representative who participated in the career day, thanking him/her for participation.

(9) Develop a rationale for the establishment of a career information area in your school library. Plan how you would present it to school administrators and counselors.

(10) Develop a one-page questionnaire you could send to potential employers asking about current practices in their occupation. Be as specific as possible.

List three ways in which consulting potential employers about their current practices could encourage cooperation between a teacher of vocational subjects and potential employers in the promotion of vocational education.

(11) Compose a proclamation which could be signed by a government official and publicized by the news media to highlight the observance of Vocational Education Week.

(12) Write form letters urging legislators to support legislation promoting vocational education and thanking them for supporting such legislation.

(13) Consult catalogs and experts in instructional media/audio-visual aids to prepare a list of movies, filmstrips, slides, etc., which could be used to encourage cooperation between a teacher of vocational subjects and the community in general toward the promotion of vocational education.

Suggested Resources

Martin, Thomas B. "20 Ways to Build Good Business Community Relations." The Balance Sheet, LIII (October, 1971), 58-60.

Phillips, Priscilla M. and Clarissa M. H. Patterson, "Appraising Your Public Relations." Business Education World, LIII (September-October, 1972), 21.

Policies Commission for Business and Economic Education. "This We Believe About the Role of the Business Educator in Public Relations." Business Education Forum, XXVIII (May, 1974), 17.

"Preparing Your Students to be Effective Public Relations Agents." Business Education World, LIII (November-December, 1972), 19.

"Promoting Public Relations Through an Effective Placement Program." Business Education World, LIII (January-February, 1973), 15.

Redington, Randall F. "Public Relations in Distributive Education." The Balance Sheet, LIII (September, 1971), 18-19, 30.

Turille, Stephan J. "Public Relations in Business Education." The Journal of Business Education, KLVII (December, 1971), 92-93.

Upon successful completion of assigned activities, proceed to Lesson 4.

PROMOTING VOCATIONAL EDUCATION AND RECRUITING ELIGIBLE STUDENTS FOR VOCATIONAL EDUCATION PROGRAMS

Lesson Four: Developing a Program for Recruiting Eligible Students for Vocational Education Programs in a Specific Vocational Area

Objective

Upon the satisfactory completion of this lesson, the student will be able to develop a program for recruiting eligible students for vocational education programs in a specific vocational area and adapt this program to a particular teaching situation.

Overview

Students can be successfully recruited for vocational education programs if they receive sufficient information indicating the value of vocational education and how it can specifically meet their education needs.

Information, drawn from a variety of sources within the areas of vocational education, can be presented to eligible students in a variety of ways. It can be provided by specific groups, for example, students already enrolled in a vocational education program and active in student organizations. Or it can be provided by means of material especially compiled, such as course guides or slide cassettes describing particular programs.

In developing a recruitment program, the teacher of vocational education should be familiar with appropriate sources of information and the most successful means of presenting it to eligible students.

Suggested Activities

(1) View and evaluate a slide cassette recruitment program available from a school or county library; list several ways in which the programs, based on a specific vocational education area, could be used to recruit eligible students.

(2) Plan for the participation of vocational education students in some manner in an assembly program for presentation to the student body during Vocational Education Week.

(3) Make an appointment with an elementary or a junior high school teacher to discuss how you, when you have become a teacher of vocational subjects, might promote your specific area and recruit students for a vocational education program in that area. Write a summary of the ideas gained from this discussion.

(4) Ask five high school vocational education students to answer, in writing, the question, "What would you tell your best friend about taking vocational education?" Do not identify students, but do include both negative and positive remarks. Reproduce these testimonials in actual handwriting (to lend realism) for distribution to and discussion with your class of students preparing to become teachers of vocational subjects.

(5) Interview three members of vocational education student organizations to determine how they think their organization(s) might specifically plan activities that would be aimed at recruiting eligible students.

(6) Write a form letter which could be sent to parents of high school students to encourage their children to enroll in a vocational education program in your specific area.

(7) Read two articles about courses which acquaint junior high school students with a specific area of vocational education and which are offered as a means of recruiting students for vocational education programs. Report on each article, listing the following information about each: author, title, name of magazine, date of article, content summary, personal reaction, implications for education.

Discuss this type of exploratory course with a junior high school teacher and a senior high school teacher. Based on your reading and discussion with these teachers, list the advantages and disadvantages of offering an exploratory course in the junior high school.

(8) Make an appointment with a high school counselor or administrator to discuss how you can cooperate with counselors and administrators in recruiting eligible students for a vocational education program in your specific area.

(9) Discuss how the cooperative efforts of a vocational education teacher and potential employers in developing a work experience program or a placement service could recruit students.

(10) List two or three ways to utilize the cooperation of the community to recruit students for a vocational education program through each of the following means:

Providing vocational education awards and scholarships or sponsoring vocational education contests.

Suggested Resources

Ehman, Laura M. "Home Economics Shares in the Guidance Function." American Vocational Journal, XLII (October, 1967), 34-35.

Krey, Isabelle A. (ed.). Modern Guidance in Business Education. Somerville, New Jersey: Somerset Press, 1971.

Neale, Janet. "Marketing Business Education." The Journal of Business Education, L (January, 1975), 161-162.

"Promoting Public Relations Through Career Education Goals." Business Education World, LIII (May-June, 1973), 15.

"The Role of Counselors in Establishing Good Public Relations." Business Education World, LIII (March-April, 1973), 27.

Upon completion of the assigned activities in this module, you should be ready to take the Module Posttest. See your instructor for directions and measurement criteria.

PROMOTING VOCATIONAL EDUCATION AND RECRUITING ELIGIBLE STUDENTS FOR VOCATIONAL EDUCATION PROGRAMS

MODULE PRE/POSTTEST

Student _____

Instructor _____

Date _____

Student: This pre/posttest is designed to assess your knowledge of promotion of vocational education and recruitment of eligible students for vocational education programs. Since this module is an individualized and competency-based learning device, you will need to study only those lessons that are presented on the basis of your response to this test.

1. Differentiate between promotion of and recruitment for vocational education.

2. List at least five individuals and/or groups and what they might do to help a vocational education teacher promote vocational education.

3. List at least five individuals and/or groups and what they might do to help a vocational education teacher recruit eligible students for vocational education programs.

Pre/posttest (continued)

4. List one or two appropriate activities for promoting vocational education under each of the following conditions:

   a. During the first year of a vocational education program

   b. When a vocational education program has met with some resistance

   c. At the beginning of a school year

   d. In an industrialized community

   e. In a professionally-oriented community

5. List one or two appropriate activities for recruiting eligible students for vocational education programs under each of the following conditions:

   a. During the development of a vocational education program

   b. At the end of a school year

   c. In a high socio-economic community

   d. In a three-year senior high school with enrollment of 500-2500 students

   e. In a three-year junior high school

6. How could a high school career day promote vocational education?

Pre/posttest (continued)

7. How might the presence of an active student organization in a specific area of vocational education (agriculture, business, home economics, industrial education) recruit eligible students for vocational education programs?

8. How could a junior high school exploratory course in a specific area of vocational education (agriculture, business, home economics, industrial education) serve to recruit students for vocational education programs?

Return this test to your instructor.

PROMOTING VOCATIONAL EDUCATION AND RECRUITING ELIGIBLE STUDENTS FOR VOCATIONAL EDUCATION PROGRAMS

ANSWER KEY
MODULE PRE/POSTTEST

Instructor:	Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. (L1,4) Promotion of vocational education is a matter of informing the public about vocational education--how it compares with general education, how it compares with career education, what vocational areas it includes, where it is offered, and who enrolls in it. Beyond informing the public about the existence of vocational education, promotion includes impressing the public favorably about vocational education.

Recruitment for vocational education programs is a matter of reaching eligible students, directly or through others who can influence them, to urge them to enroll in vocational education programs. It goes a step farther than promotion in that it "sells" enrollment in vocational education programs in addition to providing information concerning the overall concept of vocational education.

2. (L1) An answer might include vocational education teachers and students, counselors, administrators, parents active in PTA, nonvocational education students, and prospective employers, and an activity each could perform.

3. (L1) The answer might include the following:

Other vocational education teachers could develop a slide-cassette recruitment program; counselors could interpret vocational and personal test results for students; administrators could attempt to secure and devote funds for vocational education recruitment.

Nonvocational education teachers could provide courses in junior high school to acquaint students with specific areas of vocational education. Nonvocational education students might cooperate by recognizing achievements of vocational education students and organizations as part of the total school program.

Potential employers might operate a cooperative work program; the community in general might sponsor vocational education contests.

4. (L2) The answer might include the following:

During the first year of a vocational education program:

Presenting TV news stories about vocational education and the new vocational education programs
Holding open house to explain the new vocational education program and show the facilities

When a vocational education program has been met with some resistance:

Publicizing employment successes of graduates of the vocational education program through newspaper articles
Supporting the community by performing worthwhile services

At the beginning of a school year:

Displaying items made in vocational education classes
Entering a float in the homecoming parade depicting vocational education

In an industrialized community:

Inviting members of industry to become members of an advisory committee
Taking students on a field trip to industries in the community

In a professionally-oriented community:

Joining and actively participating in community organizations and events
Publicizing a proclamation by a government official to highlight the observance of Vocational Education Week

5. (L2) The answer might include the following:

During the development of a vocational education program:

Presenting information to prospective students and their parents, indicating the advantages of the program and what courses will be available

At the end of the school year:

Granting awards and scholarships
Holding open house for students entering senior high school

In a high socio-economic community:

Emphasizing the usefulness and practicality of vocational skills
Helping vocational student organizations become well known and respected

In a three-year senior high school with enrollment of 500-2500 students:

Developing a cooperative work experience program and placement service for vocational education students

In a three-year junior high school:

Developing an exploratory course to acquaint junior high school students with a specific area of vocational education
Inviting senior high school vocational education student groups to talk with interested students

6. (L3) A high school career day could bring to the high school representatives of various occupations within vocational areas (agriculture, business, home economics, industrial education) to discuss careers with interested students. The occupational representatives could leave literature with teachers, counselors, and students. Students would be made aware of the variety of available occupations and careers and would have met people engaged in those occupations. This information would supplement their knowledge gained from textbooks and teachers. An opportunity would be provided for students to interact with those who might be role models. Publicity of career day would bring vocational education to the attention of the public.

7. (L4) The enthusiasm and activities of members of a student organization might influence other eligible students to enroll in a specific vocational education program and in turn join the student organization.

8. (L4) The junior high school exploratory course could inform the students about the content of a specific area of vocational education, the necessary personal qualities for success in that area, the training necessary, and the opportunities existing in that area.

MODULES -- COMMON CORE CURRICULUM FOR VOCATIONAL EDUCATION

Category A: Introduction to Vocational Education

- A-1 History, Philosophy, and Trends in Vocational Education
- A-2 Scope, Function, and Organization in Vocational Education
- A-3 Vocational Legislation
- A-4 Assessing the Job Market and Employment Trends

Category B: Cooperative Relationship

- B-1 Rationale for Cooperative Relationships
- B-2 Advisory Councils
- B-3 Cooperative and Work Experience Programs

Caregory C: Vocational Students

- C-1 Promoting Vocational Education and Recruiting Eligible Students for Vocational Education
- C-2 Assessing Students' Personal Characteristics
- C-3 Guidance and Counseling
- C-4 Assisting Students with Special Needs in Vocational Education Program
- C-5 Assessing the Needs of the Disadvantaged Student
- C-6 Developing Student Leadership Qualities in Vocational Education Programs
- C-7 Student Organizations

Category D: Administration and Supervision

- D-1 Fiscal Management of a Vocational Education Program
- D-2 Writing a Vocational Education Project/Budget
- D-3 Record Keeping in Vocational Programs
- D-4 Conference Leadership
- D-5 Selection, Supervision, and Evaluation of Personnel
- D-6 School Law and Its Relationship to Vocational Education
- D-7 Staff Development
- D-8 Implementation of Change

Category E: Curriculum Design in Vocational Education

- E-1 Developing a Curriculum Design in Vocational Education
- E-2 Applying Learning Theory to Vocational Education
- E-3 Instructional Strategies

Category F: Stages and Structure of Curriculum Development

- F-1 Theories in Curriculum Development
- F-2 Building a Curriculum for Vocational Education
- F-3 Applying Curriculum Specifics to Vocational Education
- F-4 Safety

Category G: Evaluation and Research

- G-1 Evaluation Models
- G-2 Evaluation Procedures for Local Programs
- G-3 Introduction to Research Procedures in Vocational Education
- G-4 Research Design in Vocational Education
- G-5 Development of a Research Proposal in Vocational Education